

# Grade 3

# Unit 1

# Week 1

**Parents:** Please help your child choose the most appropriate assignment(s) to complete each day. When the day's assignment is done, students finish the two reflection statements on this page.

**Please note Extra Practice activities are on-level for the grade level. Re-Engage activities give students additional support.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	Add by using two different strategies: place value and friendly number.	Subtract by using two different strategies: draw a picture and place value.	Add within 1000 using different strategies and algorithms to solve word problems.	Subtract within 1000 using different strategies and algorithms to solve word problems.	Round whole numbers to the nearest 10 or 100.
Assignment	Unit 1 Lesson 1 Re-Engage A Re-Engage B Extra Practice	Unit 1 Lesson 2 Re-Engage A Re-Engage B Extra Practice	Unit 1 Lesson 5 Re-Engage Extra Practice	Unit 1 Lesson 8 Re-Engage Extra Practice	Unit 1 Lesson 13 Re-Engage Extra Practice
Video link	Unit 1 Lesson 1 <a href="#">English</a> <a href="#">Spanish</a>	Unit 1 Lesson 2 <a href="#">English</a> <a href="#">Spanish</a>	Unit 1 Lesson 5 <a href="#">English</a> <a href="#">Spanish</a>	Unit 1 Lesson 8 <a href="#">English</a> <a href="#">Spanish</a>	Unit 1 Lesson 13 <a href="#">English</a> <a href="#">Spanish</a>
Reflection	One thing I was successful with is...	One thing I was successful with is...	One thing I was successful with is...	One thing I was successful with is...	One thing I was successful with is...
	One thing I need more help with is...	One thing I need more help with is...	One thing I need more help with is...	One thing I need more help with is...	One thing I need more help with is...

**Find this packet on [swunmath.com](http://swunmath.com). Click on the hyperlinks to jump to the lesson videos.**

# Re-Engage

## Unit 1 Lesson 1a: Addition with the Place Value Strategy



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

#### Place Value Strategy

##### Steps:

1. Decompose the addends.
2. Add the ones first.
3. Add the tens, and then the hundreds.
4. Rewrite in working form and add.

$349 + 213 =$

	Hundreds	Tens	Ones				
					5	0	0
	3	4	9			5	0
+	2	1	3	+		1	2
	5	5	12		5	6	2

### Structured Guided Practice

**Directions:** Solve using the place value strategy.

1.  $32 + 26$

	Hundreds	Tens	Ones				
+				+			

2.  $19 + 45$

	Hundreds	Tens	Ones				
+				+			

3.  $412 + 183$

	Hundreds	Tens	Ones				
+				+			

4.  $54 + 28$

	Hundreds	Tens	Ones				
+				+			



# Re-Engage

## Unit 1 Lesson 1b: Addition with the Friendly Number Strategy



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

#### Friendly Number Strategy

##### Steps:

1. Decide which addend is closer to a multiple of ten.
2. Add what is needed to make that addend a friendly number. Subtract the same value from the other addend.
3. Add the two new addends.

$$69 + 27 =$$

Which addend is closer to a multiple of ten?

<input checked="" type="checkbox"/>	$69 + 1 = 70$
<input type="checkbox"/>	$27 + 3 = 30$

$\begin{array}{r} 69 \\ + 1 \\ \hline 70 \end{array}$	+	$\begin{array}{r} 27 \\ - 1 \\ \hline 26 \end{array}$	=	$\begin{array}{r} 70 \\ + 26 \\ \hline 96 \end{array}$
---	---	---	---	--

### Structured Guided Practice

**Directions:** Solve using the friendly number strategy.

1.  $48 + 17$

<input type="checkbox"/>	$48 + \underline{\quad} = \underline{\quad}$
<input type="checkbox"/>	$17 + \underline{\quad} = \underline{\quad}$

$\begin{array}{r} 48 \\ + 17 \\ \hline \end{array}$	+	$\begin{array}{r} 17 \\ - 1 \\ \hline 16 \end{array}$	=	$\begin{array}{r} 48 \\ + 16 \\ \hline \end{array}$
---	---	---	---	---

2.  $29 + 36$

<input type="checkbox"/>	$29 + \underline{\quad} = \underline{\quad}$
<input type="checkbox"/>	$36 + \underline{\quad} = \underline{\quad}$

$\begin{array}{r} 29 \\ + 36 \\ \hline \end{array}$	+	$\begin{array}{r} 36 \\ - 1 \\ \hline 35 \end{array}$	=	$\begin{array}{r} 29 \\ + 35 \\ \hline \end{array}$
---	---	---	---	---

3.  $27 + 59$

<input type="checkbox"/>	$27 + \underline{\quad} = \underline{\quad}$
<input type="checkbox"/>	$59 + \underline{\quad} = \underline{\quad}$

$\begin{array}{r} 27 \\ + 59 \\ \hline \end{array}$	+	$\begin{array}{r} 59 \\ - 1 \\ \hline 58 \end{array}$	=	$\begin{array}{r} 27 \\ + 58 \\ \hline \end{array}$
---	---	---	---	---

4.  $69 + 14$

<input type="checkbox"/>	$69 + \underline{\quad} = \underline{\quad}$
<input type="checkbox"/>	$14 + \underline{\quad} = \underline{\quad}$

$\begin{array}{r} 69 \\ + 14 \\ \hline \end{array}$	+	$\begin{array}{r} 14 \\ - 1 \\ \hline 13 \end{array}$	=	$\begin{array}{r} 69 \\ + 13 \\ \hline \end{array}$
---	---	---	---	---

# Re-Engage

## Unit 1 Lesson 1b: Addition with the Friendly Number Strategy



### Student Practice

**Directions:** Solve using the friendly number strategy.

1.  $57 + 41$

<input type="checkbox"/> $57 + \underline{\quad} = \underline{\quad}$
<input type="checkbox"/> $41 + \underline{\quad} = \underline{\quad}$

	5	7	+	4	1	
or	+	<input type="text"/>		or	+	<input type="text"/>
	-	<input type="text"/>		-	-	<input type="text"/>
	<hr/>			<hr/>		
	<input type="text"/>		+	<input type="text"/>		= <input type="text"/>

2.  $19 + 58$

<input type="checkbox"/> $19 + \underline{\quad} = \underline{\quad}$
<input type="checkbox"/> $58 + \underline{\quad} = \underline{\quad}$

	1	9	+	5	8	
or	+	<input type="text"/>		or	+	<input type="text"/>
	-	<input type="text"/>		-	-	<input type="text"/>
	<hr/>			<hr/>		
	<input type="text"/>		+	<input type="text"/>		= <input type="text"/>

3.  $71 + 25$

<input type="checkbox"/> $71 + \underline{\quad} = \underline{\quad}$
<input type="checkbox"/> $25 + \underline{\quad} = \underline{\quad}$

	7	1	+	2	5	
or	+	<input type="text"/>		or	+	<input type="text"/>
	-	<input type="text"/>		-	-	<input type="text"/>
	<hr/>			<hr/>		
	<input type="text"/>		+	<input type="text"/>		= <input type="text"/>

4.  $37 + 41$

<input type="checkbox"/> $37 + \underline{\quad} = \underline{\quad}$
<input type="checkbox"/> $41 + \underline{\quad} = \underline{\quad}$

	3	7	+	4	1	
or	+	<input type="text"/>		or	+	<input type="text"/>
	-	<input type="text"/>		-	-	<input type="text"/>
	<hr/>			<hr/>		
	<input type="text"/>		+	<input type="text"/>		= <input type="text"/>

5.  $82 + 15$

<input type="checkbox"/> $82 + \underline{\quad} = \underline{\quad}$
<input type="checkbox"/> $15 + \underline{\quad} = \underline{\quad}$

	8	2	+	1	5	
or	+	<input type="text"/>		or	+	<input type="text"/>
	-	<input type="text"/>		-	-	<input type="text"/>
	<hr/>			<hr/>		
	<input type="text"/>		+	<input type="text"/>		= <input type="text"/>

6.  $29 + 44$

<input type="checkbox"/> $29 + \underline{\quad} = \underline{\quad}$
<input type="checkbox"/> $44 + \underline{\quad} = \underline{\quad}$

	2	9	+	4	4	
or	+	<input type="text"/>		or	+	<input type="text"/>
	-	<input type="text"/>		-	-	<input type="text"/>
	<hr/>			<hr/>		
	<input type="text"/>		+	<input type="text"/>		= <input type="text"/>

# Extra Practice

## Unit 1 Lesson 1: Addition with Different Strategies



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Solve the problem using a strategy.

1.  $643 + 185 =$

2.  $329 + 246 =$

3.  $702 + 198 =$

4.  $465 + 295 =$

# Extra Practice

## Unit 1 Lesson 1: Addition with Different Strategies



**Directions:** Solve the problem using a strategy.

5.  $723 + 268 =$

6.  $534 + 399 =$

7.  $501 + 209 =$

8.  $574 + 167 =$

# Re-Engage

## Unit 1 Lesson 2a: Subtraction with the Draw a Picture Strategy



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

#### Draw a Picture Strategy

##### Steps:

1. Decompose the minuend and draw it on the place value mat.
2. Subtract the ones first. Decompose and regroup a ten if necessary.
3. Add the tens, and then the hundreds. Decompose and regroup if necessary.
4. Rewrite in working form and add the differences.

$$253 - 128 =$$

Hundreds	Tens	Ones
100	20	5

	1	0	0
		2	0
			5
	1	2	5

### Structured Guided Practice

**Directions:** Solve using the draw a picture strategy.

1.  $152 - 111$

Hundreds	Tens	Ones


2.  $419 - 292$

Hundreds	Tens	Ones


3.  $987 - 476$

Hundreds	Tens	Ones


4.  $378 - 249$

Hundreds	Tens	Ones




# Re-Engage

## Unit 1 Lesson 2a: Subtraction with the Draw a Picture Strategy



### Student Practice

**Directions:** Solve using the draw a picture strategy.

1.  $646 - 250$

Hundreds	Tens	Ones

2.  $645 - 425$

Hundreds	Tens	Ones

3.  $954 - 271$

Hundreds	Tens	Ones

4.  $778 - 329$

Hundreds	Tens	Ones

5.  $662 - 153$

Hundreds	Tens	Ones

6.  $319 - 225$

Hundreds	Tens	Ones

# Re-Engage

## Unit 1 Lesson 2b: Subtraction with the Place Value Strategy



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

#### Place Value Strategy

##### Steps:

1. Decompose the addends.
2. Add the ones first. Regroup when necessary.
3. Add the tens, and then the hundreds. Regroup when necessary
4. Rewrite in working form and add the differences.

$$329 - 143 =$$

	Hundreds	Tens	Ones				
	200	120			1	0	0
	<del>300</del>	<del>20</del>	9			8	0
-	100	40	3	+			6
	100	80	6		1	8	6

### Structured Guided Practice

**Directions:** Solve using the place value strategy.

1.  $432 - 213$

	Hundreds	Tens	Ones				
-				+			

2.  $693 - 361$

	Hundreds	Tens	Ones				
-				+			

3.  $342 - 271$

	Hundreds	Tens	Ones				
-				+			

4.  $987 - 868$

	Hundreds	Tens	Ones				
-				+			



# Extra Practice

## Unit 1 Lesson 2: Subtraction with Different Strategies



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Solve the problem using a strategy.

1.  $723 - 381 =$

2.  $621 - 184 =$

3.  $808 - 452 =$

4.  $376 - 192 =$

# Extra Practice

## Unit 1 Lesson 2: Subtraction with Different Strategies



**Directions:** Solve the problem using a strategy.

5.  $821 - 369 =$

6.  $971 - 174 =$

7.  $570 - 343 =$

8.  $742 - 168 =$

# Re-Engage

Unit 1 Lesson 5: Word Problems: Addition Within 1000



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Model

### Steps:

1. Read the problem. Identify important information.
2. Plan. Complete the tape diagram.
3. Write an equation.
4. Solve using the given strategy.

The artist has 56 old paintbrushes and 198 new paintbrushes. How many paintbrushes does she have altogether?

total number of paintbrushes	
?	
old	new
198	56

$$\underline{198} + \underline{56} = \boxed{?}$$

Solve using the friendly number strategy.

$$\begin{array}{r} 198 \\ + \quad 56 \\ \hline 200 \\ + \quad 4 \\ \hline 204 \end{array} \quad \text{or} \quad \begin{array}{r} 198 \\ + \quad 56 \\ \hline 200 \\ + \quad 4 \\ \hline 204 \end{array}$$
$$\boxed{200} + \boxed{54} = \boxed{254}$$

The artist has 254 paintbrushes altogether.

## Structured Guided Practice

**Directions:** Read and solve.

1. The farmer had 798 seeds. He was given 52 more seeds. How many seeds does he have altogether?

Plan. Write an equation.

total number of seeds	
seeds he had	seeds he was given

$$\underline{\quad\quad\quad} + \underline{\quad\quad\quad} = \boxed{\quad\quad\quad}$$

Solve using the place value strategy.

Hundreds	Tens	Ones

$$\begin{array}{r} \phantom{+} \\ \phantom{+} \\ \phantom{+} \\ \phantom{+} \\ \phantom{+} \\ \phantom{+} \\ \phantom{+} \\ \phantom{+} \\ \phantom{+} \\ \phantom{+} \\ \phantom{+} \end{array}$$

The farmer has \_\_\_\_\_ seeds altogether.



## Extra Practice

### Unit 1 Lesson 5: Word Problems: Addition within 1000



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read and solve each word problem.

1. Emma read 525 pages during summer vacation and her friend Kelly read 309 pages. How many pages did they read in all?

2. A local theater sold 479 tickets on Monday and 517 tickets on Tuesday. What is the total number of tickets the theater sold over both days?

3. Jesus climbed 344 feet and Julie climbed 378 feet. What is the sum of the distance they both climbed?

4. Karen went to the Farmer's Market and bought 99 apples and 128 oranges. How many apples and oranges did she buy altogether?



# Extra Practice

## Unit 1 Lesson 5: Word Problems: Addition within 1000



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read and solve each word problem.

5. Michelle walked 531 steps yesterday and 399 steps today. What is the total number of steps she walked?

6. Last year, Marcus made \$389 recycling cans and \$457 recycling bottles. How much did he earn recycling altogether?

7. A candy store sold 453 chocolates and 309 pieces of licorice. How many candies were sold altogether?

8. Stephanie has a collection of 167 stamps. Her friend gave her 58 more stamps. How many stamps does Stephanie have now?

# Re-Engage

## Unit 1 Lesson 8: Subtraction Within 1000 with a Missing Addend



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Model

#### Steps:

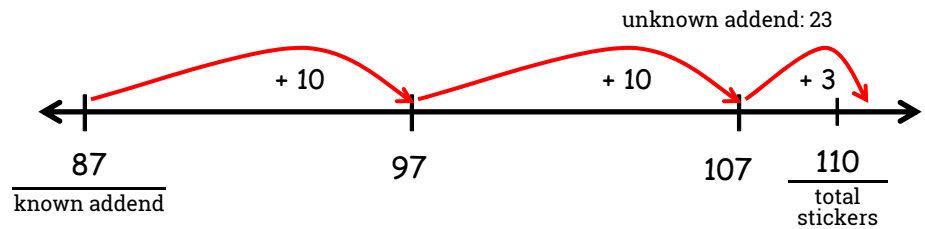
1. Read the problem. Identify important information.
2. Plan. Complete the tape diagram.
3. Write an equation.
4. Solve using any strategy.

Kiki had 110 stickers. She gave some stickers to her friend and kept 87 for herself. How many stickers did she give her friend?

total number of stickers	
110	
gave away	kept
?	87

$$\underline{110} - \underline{87} = \boxed{?}$$

Solve.



Kiki gave 23 stickers to her friend.

### Structured Guided Practice

**Directions:** Read and solve.

1. Tony had 173 baseball cards. He gave some to his little brother. Now he has 59 cards left. How many baseball cards did Tony give to his little brother?

Plan. Write an equation.

Solve.

total number of baseball cards	
gave to brother	has left

$$\underline{\quad} - \underline{\quad} = \boxed{\quad}$$

Tony gave \_\_\_\_\_ baseball cards to his brother.

# Re-Engage

## Unit 1 Lesson 8: Subtraction Within 1000 with a Missing Addend



### Student Practice

**Directions:** Read and solve.

1. There were 144 cartons of milk in the cooler before lunch. After lunch, there were 26 cartons. How many cartons of milk were sold during lunch?

**Plan.** Write an equation.

**Solve.**

total number of cartons of milk	
cartons sold	cartons left

$$\underline{\quad\quad} - \underline{\quad\quad} = \boxed{\quad\quad}$$

           cartons of milk were sold during lunch.

2. Jordan had 263 ants in her ant farm. She accidentally left the lid open and some ants escaped. Now there are 46 ants left in the farm. How many ants escaped?

**Plan.** Write an equation.

**Solve.**

total number of ants	
escaped	left in the farm

$$\underline{\quad\quad} - \underline{\quad\quad} = \boxed{\quad\quad}$$

           ants escaped.

# Re-Engage

## Unit 1 Lesson 8: Subtraction Within 1000 with a Missing Addend



3. There were 173 kids at the soccer tournament. Some had to leave early. 147 kids were still there at the end for the awards. How many kids left early?

Plan. Write an equation.

Solve.

total number of kids	
number that left early	number that stayed

$$\underline{\quad\quad} - \underline{\quad\quad} = \boxed{\quad\quad}$$

           kids left early.

4. Mike counted 143 sailboats sailing in the harbor in the afternoon. Some sailboats went back to the dock. Later, Mike counted 26 boats sailing in the harbor. How many boats went back to the dock?

Plan. Write an equation.

Solve.

total number of sailboats	
sailing	went to the dock

$$\underline{\quad\quad} - \underline{\quad\quad} = \boxed{\quad\quad}$$

           sailboats went back to the dock.

## Extra Practice

### Unit 1 Lesson 8: Subtraction within 1000 With a Missing Addend



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read and solve each word problem.

1. There are a total of 564 students who attend Lincoln Elementary School. Many students were late for school due to the rainstorm. Only 368 students made it to school on time. How many students were late to school?

2. On Saturday, 467 runners started a long distance race. Many of the runners were unable to finish. By the end, 209 runners finished the race. How many runners dropped out?

3. Jose collected 482 baseball cards. He gave his brother some of his cards. If Jose still has 175 baseball cards left, how many cards did he give to his brother?

4. A school ordered 578 books for their book fair. They sold some books and now have 192 books left to sell. How many books did they sell?

## Extra Practice

### Unit 1 Lesson 8: Subtraction within 1000 With a Missing Addend



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read and solve each word problem.

5. Monica started working on an 800 piece puzzle. She put together some pieces, but still has 286 pieces left. How many pieces of the puzzle did she put together?

6. Eric had \$200 to spend on clothes. He went shopping and now has \$85 left. How much money did he spend?

7. The window washers have 432 windows to wash. They washed some of the windows in the morning. Now they have 258 windows left to wash. How many windows have they already washed?

8. Luisa had \$300 to spend on school books. She bought 5 books and now has \$173 left. How much money did she spend?

# Re-Engage

Unit 1 Lesson 12: Rounding to the Nearest 10 or 100

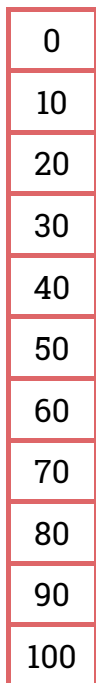


Name: \_\_\_\_\_

Date: \_\_\_\_\_

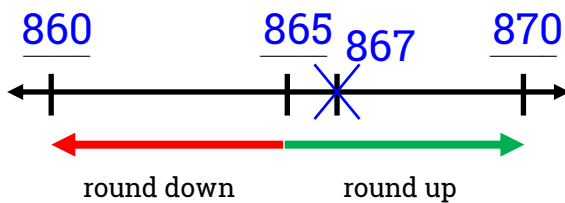
## Model

Round to the nearest 10.

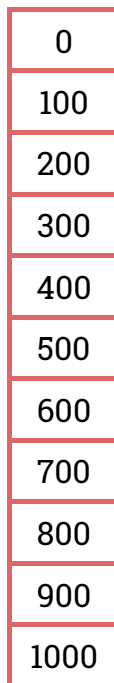


867 rounds up to 870  
rounds down

H	T	O
8	<u>6</u>	(7)

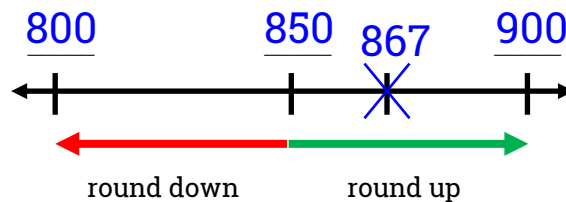


Round to the nearest 100.



867 rounds up to 900  
rounds down

H	T	O
<u>8</u>	(6)	7



## Structured Guided Practice

**Directions:** Round to the nearest 10 or 100.

1. Round to the nearest 10.

464 rounds up to \_\_\_\_\_  
rounds down



2. Round to the nearest 100.

464 rounds up to \_\_\_\_\_  
rounds down



3. Round to the nearest 10.

912 rounds up to \_\_\_\_\_  
rounds down



4. Round to the nearest 100.

912 rounds up to \_\_\_\_\_  
rounds down



# Re-Engage

## Unit 1 Lesson 12: Rounding to the Nearest 10 or 100

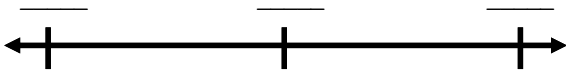


### Student Practice

**Directions:** Round to the nearest 10 or 100.

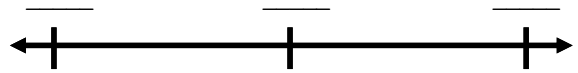
1. Round to the nearest 10.

838 rounds up to \_\_\_\_\_  
rounds down



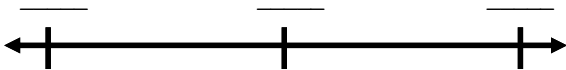
2. Round to the nearest 100.

838 rounds up to \_\_\_\_\_  
rounds down



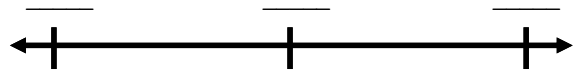
3. Round to the nearest 10.

123 rounds up to \_\_\_\_\_  
rounds down



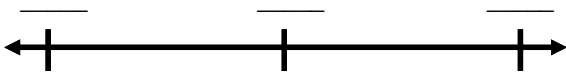
4. Round to the nearest 100.

123 rounds up to \_\_\_\_\_  
rounds down



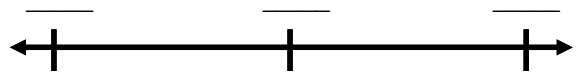
5. Round to the nearest 10.

391 rounds up to \_\_\_\_\_  
rounds down



6. Round to the nearest 100.

391 rounds up to \_\_\_\_\_  
rounds down





# Extra Practice

Unit 1 Lessons 10-13: Rounding to the Nearest  
10 or 100



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Round to the indicated place value.

1. What is 864 rounded to the nearest ten?



2. What is 864 rounded to the nearest hundred?



3. Marnie skipped rope 719 times. What is this number rounded to the nearest hundred?



4. There are 521 students at the assembly. How many students are at the assembly rounded to the nearest ten?



## Extra Practice

Unit 1 Lessons 10-13: Rounding to the Nearest  
10 or 100



**Directions:** Round to the indicated place value.

5. What is 825 rounded to the nearest ten? Explain your thinking.



6. What is 825 rounded to the nearest hundred? Explain your thinking.



7. Harry collected 308 stamps. What is this number rounded to the nearest ten.



8. There are 319 seats in a movie theater. How many seats are in the movie theater rounded to the nearest hundred?

